

# The Laurels Children's Day Nursery

The Laurels Childrens Day Nursery, 41 Town End, CATERHAM, Surrey, CR3 5UJ

<b>Inspection date</b>	15/05/2013
Previous inspection date	08/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff support children with great sensitivity as they move into older age group rooms, working very closely with parents to ensure children's individual needs and interests are prioritised.
- Staff provide excellent play experiences for babies and children, enabling them to immerse themselves in play, exploration and creativity at their own pace.
- Children's progress across all areas of learning is impressive.
- Meal times offer pre school children a chance to practise skills they may use at schools. They are becoming highly independent and confident individuals.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector sampled relevant documents, including children's records and some policies.
- The inspector gathered the views of parents and carers during the inspection.
- The inspector undertook a joint observation of an adult-led activity with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector observed children's activities indoors and outside, and the staff interaction with them.

## Inspector

Lisa-Marie Jones

## Full Report

### Information about the setting

The Laurels Children's Day Nursery is an established nursery that became part of Bright horizons family solutions, nursery chain and re-registered on the Early Years Register in 2012. It operates from seven rooms in purpose-built premises, situated in a residential area in Caterham on the Hill, within the county of Surrey. The nursery is arranged on two levels. Children are cared for in age related rooms and have access to secure outdoor spaces. The nursery is fully accessible and has a mechanical lift which provides access to the upper floor. The nursery offers places for children from 3 months to under five years. The nursery is to open each week day from 8am to 6pm each week day for 52 weeks of the year. Children may attend for morning or afternoon sessions. There is also an early drop-off and late pick-up service.

The nursery is funded to provide free early education to children aged three and four years. There are currently 167 children on roll. Staff are experienced in supporting children with special educational needs and/or disabilities. There are 28 members of staff who currently work with the children. Of these staff, 27 hold relevant childcare qualifications.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- enhance children's outdoor sensory learning experiences.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children are making impressive progress in their learning and development. Staff make it a priority to understand the children extremely well and therefore know precisely what is needed to challenge, extend and support their learning. This is due to the highly effective key person system and the clear and concise procedures for tracking children's progress. When planning activities staff ensure that children's individual interests and next stages of development are given priority. Next stages of development are on display for all staff to see to remind them of what they should be promoting during sessions. Parents have the opportunity to record their comments against the planned next steps, effectively involving them in their children's learning. The robust observation system links all areas of learning and clearly identifies starting points and the progress children have made, this is used as a basis for future planning.

Despite being a large nursery, no two rooms are the same. Staff provide an exciting and fun environment where children are safe to wander freely and explore independently. The baby room is stimulating but still cosy. There are well planned areas that allow babies maximum space to move, roll, stretch and explore in safety indoors and they have a secure space outdoors to further enhance their learning. Children throughout the nursery show they are extremely happy and settled. They have formed very close bonds with staff and children receive excellent support to help them to settle very quickly when they move into older age group rooms.

Children develop their independent learning skills as they move freely both inside and outside and follow their own interests during explorative play. Staff ensure that they are deployed very well to facilitate children's learning. Staff readily acknowledge and praise children's achievements, so boosting children's confidence in gaining new skills. Staff are motivated and take part in play alongside children. Children respond well to this and giggle in response to the actions of staff. The staff constantly talk to each other, mentioning observations of children's activities to the 'key persons', to reaffirm children's achievements. Children learning English as an additional language experience their home languages through the aid of dual language books, signs and symbols, showing that staff value their family backgrounds.

Staff make it a priority in providing children with support to develop their learning further by making full and good use of the outside area. Children are encouraged to plant and grow things, and tend to them. Small seating gives the children time to ponder and relax. While a mapped out road gives children a chance to race around on wheeled vehicles. Toddlers have direct access into their own areas and can freely wander in and out exploring at their leisure. There is potential for greater sensory experiences in the outside area and this is recognised by the staff team.

Pre-school children are very busy and excited. They are encouraged to be as independent as possible especially during meal times. Tablecloths come out and children then know there is a change in routine. They line up after washing their hands, choose what they want to eat and serve themselves. They then choose where they want to sit and happily chat away to their friends, showing competent skills in the use of communication and language. It is a very sociable time where children are not rushed and they can help themselves to more food as they wish. Children are very bright and bubbly; they have excellent concentration levels and are very interested in all that is happening around them. They become excited and animated when worms dug up from the garden escape from their boxes. Staff facilitate further understanding of the world by using reference books to point out differences between creatures.

Staff are very skilled in questioning children and motivating their play. They provide a variety of sturdy resources to challenge and stretch the children's thinking and use excellent language to encourage the children to think and talk about what they are doing. Staff instinctively anticipate where all children are going to need additional help and adapt all activities to support each child's individual learning. This exceptional support encourages the children to try for themselves, make mistakes and learn by exploring and experimenting. All children progress very well given their different starting points, gaining

valuable skills for their eventual move to school.

### **The contribution of the early years provision to the well-being of children**

Children are very secure in their friendships with each other, play well alongside each other and are particularly close with the staff. They benefit enormously from having a key person who oversees their learning and development, knows them very well and shares vital information about their progress with parents on a regular basis. This makes sure that parents know how well their children are progressing and how they may support them at home to further their development.

Children choose what they want to do and with whom. They are very familiar with and extremely comfortable in their surroundings, knowing just where they can find toys and equipment. Even the youngest of children can crawl over to the baskets and help themselves to toys, showing great independence as learners. Children's behaviour is extremely good. Staff are gentle in their approach and model behaviour so that babies and children learn to be caring and kind to their friends. Older children spot when their friends need help and assist in pouring drinks for them; children accept help and are thankful. Children are competent in using tools such as scissors and happily snip away making their own creations. Children thoroughly enjoy the creative and sensory experiences they engage in indoors; for example, younger children strip down to their nappies and roll around in paint to make body art. Children know the daily routines, and have picture time tables reminding them of what will take place. This greatly promotes their self-confidence and gives them a sense of ownership in the group.

The nursery gives excellent regard to health and safety and to encouraging children's understanding of healthy lifestyles. Children understand why they must wash hands prior to meal times and use the sinks in their rooms to wash hands. Staff encourage children to eat well, as they sit and chat with them at meal times, using this routine activity to extend children's all-round learning well.

Staff provide accurate information to parents regarding their children's two-year-old progress checks. They work securely alongside parents and relevant professionals to ensure that all children will be able to make the move to school for their future learning seamlessly.

### **The effectiveness of the leadership and management of the early years provision**

The provider has an excellent understanding of the legal responsibilities in promoting the learning and development and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. There are high quality systems in place to help safeguard children, protect their welfare and appoint suitable staff. Staff have attended safeguarding training and have a thorough knowledge of how to liaise with other agencies as required. They follow robust procedures when issues arise following concerns regarding staff

conduct and are swift in ensuring children's well being is not compromised. Staff show consistent high regard to promoting children's safety while at the nursery. They conduct thorough risk assessments and ensure appropriate safety equipment is used. They teach children to be aware of how to keep themselves safe especially when out in the garden. Children are familiar with following procedures for entering the garden from the main building and practise fire drills on a regular basis.

The newly appointed manager, has identified through meticulous self-evaluation, that further improvements will help support children's learning within the garden area. Since the previous inspection resources have been extended for children to create independently using a variety of mediums. They have increased the chances for children to mark make and write for different purposes, for example, providing writing implements in the role play area. They have greatly improved the system for the evaluation of activities used, to aid planning for children's individual needs.

Training and coaching for staff is a priority for the nursery and results in highly knowledgeable and dedicated staff who are able to deliver exceptionally high quality care and education to all children. Self-evaluation regarding the quality of the service takes place to pin point priorities for further development. Management review responses in parent questionnaires, and act swiftly to any ideas for improvement. The manager works successfully to develop new ideas making it as collaborative a process as possible between staff, children and parents.

Staff make time to have conversations with parents both at the start and at the end of sessions, where they share detailed information about the children's day. They provide comprehensive newsletters and display information for parents about the activities and changes within the nursery. Henry the caterpillar goes home with children for weekends and parents are encouraged to take photographs and fill in his diary to record his activities with children. Children then excitedly share their stories of what they did with Henry with their friends. Parents are invited to look through children's records of progress and discuss findings with the children's key person. Staff offer immediate attention to parents' views, and issues are dealt with promptly. Parents spoken to during the inspection stated that their children are extremely happy, and have made considerable progress since attending the nursery. They think the staff are 'fabulous' and feel they are fully included in their children's learning and development. They are extremely happy with how staff support their children when they move between rooms. All children receive excellent attention and are well placed for their future learning.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY385376
<b>Local authority</b>	Surrey
<b>Inspection number</b>	914393
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	98
<b>Number of children on roll</b>	167
<b>Name of provider</b>	Casterbridge Nurseries Ltd
<b>Date of previous inspection</b>	08/06/2009
<b>Telephone number</b>	01883 337702

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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